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A

VINDICATION OF COLLEGES

AND

COLLEGE ENDOWMENTS.

AN

INAUGURAL ADDRESS

DELIVERED IN

THE CHAPEL OF MORRISON COLLEGE,

NOVEMBER 2, 1840,

BY REV. ROBERT DAVIDSON,

President of Transylvania University.

PUBLISHED BY ORDER OF THE BOARD OF TRUSTEES.

LEXINGTON, KY.
KENTUCKY GAZETTE PRINT.
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ADDRESS.

FRIENDS AND FELLOW-CITIZENS:

We have assembled in this hall under circumstances of no ordinary interest. After having assisted, in the earlier part of the day, at the dedication to the interests of Medical Science, of the spacious and elegant edifice erected by the munificence of the City Council, you have now convened to witness the induction of a new Faculty into the department of the Liberal Arts and Sciences. To this new organization your eyes are directed, not without anxiety—perhaps, after so many unsuccessful experiments, not without reasonable fears—for resuscitating the long buried glory of Transylvania, and restoring her pristine honors.

On our parts, we take office with a full sense of the responsibility we are incurring, and of the difficulties which we may have to meet. From that responsibility we do not shrink; those difficulties we trust to surmount, through the almost invincible power of a resolute purpose, and the favoring smiles of a benignant Providence. That there are formidable prejudices to be encountered we are not unaware, but from the very circumstance that seems to render them so formidable, their being old and deeply rooted, we draw encouragement. Were these prejudices of late growth we might more justly tremble. But surely it would be most unfair to make us suffer for mistakes of which we are innocent, or to hold us accountable for errors in which we had no participation. It may be truly said, that there never was an organization so totally disconnected in every way with those that have preceded it. There is a thorough renovation. We have new trustees, new teachers, new laws, new funds, and even new buildings, and unless a certain musty proverb has lost its virtue, we are unquestionably entitled to all the benefits that novelty can give. Thus we turn the very objection into an argument in our favor.

Even granting that those ancient prejudices were not unfounded, a question which we do not mean to discuss, we are bold to affirm that whatever grounds of objection might once have existed, they exist no longer, at least to the same extent. The moral atmosphere of the town is, in many res-

pects, purer and more healthy. The Board of Trustess of the University, sustained by public sentiment, desire every facility to be afforded for the predominance of a moral and religious influence in the institution, and would be dissatisfied were such an influence withdrawn. In truth, however, objections on this score will be divested of much of their force, when it is recollected that while this department was suffering from their prevalence, the Medical and Law departments were never more flourishing. One might naturally suppose, that the same cause should have equally retarded the other schools also, which was not the case. We may judge, therefore, what was the consistency of those who brought the objection. However, irrespective of the past altogether, it is the intention of the present government to maintain a wholesome discipline, and watch over the morals as well as the studies of those who shall be entrusted to our care.

We may be told we will find this a difficult if not impracticable task. We cannot believe it. We are confident, on the contrary, that we shall be sustained by the enlightened assent of parental judgment, and by the good sense of the Students themselves. To their honor we fear not to make a frank appeal, and we doubt not that the necessity and advantages of good order will be so self-evident, that, with such few exceptions as are found within the walls of every college, we shall receive from all a hearty co-operation.

It is not unusual to hear the promise of parental government in literary institutions; a promise, it is to be feared, which too often only serves as a disguise for looseness of discipline and latitude of indulgence. The truth is, in parental government, and in collegiate, if modelled after it, while mildness and affection should ever be manifest, a military decision is frequently indispensable. Otherwise all government is at an end, authority is powerless, insubordination triumphs. On such emergencies, a military decision, like Bonaparte's dispersing a Parisian mob with ball cartridge, is in the end the most wise and humane course.

The supposed cost of an education in Lexington has been an objection of considerable weight. On this point I shall not expatiate, but content myself with referring to the published statements of the Trustees. We cherish the expectation, that while the rate of boarding has been for a few years past increasing in other towns where literary institutions are planted, we, on the other hand, by means of our new and capacious Dormitories and Steward's house, in connection with the numerous scholarships that have just been founded, will be able to remove all fears on the score of economy, that might deter young men from resorting here for instruction.

Expenses will vary with the habits of the individual; and the frugal will support themselves respectably on the half or the third of what is expended unnecessarily by the extravagant. Hence more depends on the previous training of a youth, and on the pecuniary facilities afforded him by his parent or guardian, than on the temptations of the city or village in which he is placed. If a youth of an extravagant turn is permitted to have *carte blanche*, his expenses will soon reach an alarming amount; and the easy parent instead of bestowing the blame where alone it ought to fall, on his own injudicious indulgence, vents all his spleen upon the college which in truth had nothing to do with the matter. All that any faculty can promise, and all that this faculty can promise, is to do all in their power to discountenance habits of extravagance and luxury; but it is obvious that their efforts must be confined to the exertion of a moral influence alone. It has been, and we fear will continue to be, one of the greatest difficulties in the way, that parental indulgence will in too many instances counteract the strictness of college discipline. But, if parents and guardians will aid instead of impeding us in this respect, we will endeavor to have the time of the industrious student so fully occupied that he will have no superfluous hours to spend in frivolity. For it is the unanimous desire of the Faculty to raise the standard of education to a commanding height, and to maintain it there; and the instruction given in every branch will be thorough.

We have indeed many rivals for the public favor. Every prominent sect in the State has a nurseling of its own. Transylvania, suffering from the impolicy of former administrations, has now to contend with formidable competitors, instead of having as she had once, exclusive possession of the field. Nevertheless, numerous as colleges are in Kentucky, scores of our native youths are annually swelling the catalogues of institutions in other States, making an aggregate of young persons sent abroad for education, greater than the quota of any single college in the State. Thousands of dollars are thus exported annually to enrich other States, which ought to be retained at home; and as long as this is the case, there is occasion for all the efforts we can make to obviate as far as possible the necessity of such impoverishment.

Why should not a College of the highest order flourish in Lexington? It is a healthy situation, and one of the loveliest spots on the face of the globe. It is the standard of comparison among travellers; and when they would eulogise other delightful regions, they say it is like the country round Lexington. It occupies a central position. It is in the heart of

the wealthiest and most populous counties in the State. Two other departments of the University have long continued to flourish here with constantly increasing prosperity; why should Morrison College languish?

There is an immense amount of property and funds vested in this University. It were a criminal neglect to allow them to lie dead and unproductive. Compute the value of the ground, and of the various University buildings; the College with its commanding portico, and capacious Dormitories attached; the Steward's house, and Refectory; the Medical Hall, of colossal size and surpassing architectural beauty; the various valuable Libraries; the extensive and costly apparatus, Chemical, Philosophical, and Anatomical; then add to all this the funds bestowed upon the institution; the endowment of the Morrison Professorship; the residuary legacy bequeathed by the liberal and distinguished gentleman who has given a name to the College; the truly generous and noble subscriptions of the seventy gentlemen who compose the Transylvania Institute; and the late munificent donation of the City Council; compute the amount of these accumulated values, and you will find that the total sum cannot fall short of $200,000. For one fourth of this large amount Transylvania will ever hold in honored remembrance the name of Col. James Morrison; for the remaining three fourths she owes her grateful acknowledgments to the recent generous patriotism of Lexington and the vicinity. From the State, though nominally regarded as a State Institution, and annually brought under the fostering supervision of the Legislature, we have received, as yet, only three very excellent and efficient Trustees. We are not without hopes, however, that we may ere long receive an additional token of interest in an appropriation, for example, towards the enlargement of the Library.

Such is our present position. It is one eminently advantageous. It is far more so than any that has been occupied for years. Away with croaking and discouragement. We have much to cheer us. Men are at the helm, who are determined to succeed. They have drawn the sword, and will not creep into the scabbard. What man can do, they will attempt. Whatever can be accomplished by human energy, by industry, by perseverance, by fidelity, is pledged to elevate this institution to a distinguished rank among the Colleges of the West, equal to any, second to none.

We anticipate the day, when, either through our means or the means of others, these halls will be crowded with ingenuous youths ardent in the pursuit of science; when the City and the State shall regard this Seminary of learning as one of their brightest ornaments; and when it will be a

presumptive recommendation in a young man's favor to have been a Graduate of Transylvania.

Allow me now to draw your attention to topics of a more general nature—a Vindication of Colleges; the nature of the Instruction they should furnish; and the propriety of Endowments for their support.

I would first offer a few remarks in Vindication of Colleges.

It may be recollected that great efforts were made a few years ago, to throw odium upon this system of education; there was a mania for what we may term Practicalism, and a hot crusade against classical learning. A twofold dislike was generated towards the college system, on account of its expensiveness, and the abstract nature of the studies pursued. Hence it was brought into disrepute with the community at large, and stigmatized as aristocratic and exclusive. Even at this day there are numbers in whose ears the word "*college-bred*" is portentous of all imaginable evils. Another class, themselves educated and with views more enlarged, have been tempted to merge all Collegiate Institutions in a scheme of universal common school instruction, and to supersede those cumbrous depositories of antiquated rubbish by High-Schools and the like. Nothing was to be taught that was not practical; and as for the classics, they were to be swept away and supplanted by the modern languages. This crusade was headed, among others, by a truly accomplished and estimable gentleman, the lamented Thomas S. Grimke, of South Carolina; who united with this another favorite and wild seheme of correcting the orthography of the language by spelling according to sound, and actually published his last productions in this eccentric style. He had no imitators, and it is presumable will have none; else all the choice English literature from Queen Elizabeth to Queen Anne and thence to Queen Victoria, becomes to us a dead and foreign dialect, that cannot be enjoyed without a translation or a glossary. That was an æra when the world was flooded with treatises on education, and when the parent who was ever on the watch for the best and newest lights, was distracted by the conflicting theories which rapidly followed each other; the newest of which, like a fresh wave, carefully obliterated the traces of all preceding ones; or rather, like Aaron's rod metamorphosed into a serpent, and combining the malignity of the one with the severity of the other, swallowed up every dangerous rival.

There was an infinity of schemes, and many of them as ridiculous as Mr. Shandy's *Tristrapædia,* which they somewhat resembled. "Five years with a bib under his chin; four years in travelling from Christ-cross-row to Malachi; a year and a half in learning to write his own name;

seven long years and more *tupto*-ing it, at Greek and Latin; four years at his probations and negations; the fine statue still lying in the middle of the marble block, and nothing done, but his tools sharpened to hew it out! 'tis a piteous delay. I am convinced that there is a northwest passage to the intellectual world; and that the soul of man has shorter ways of going to work, in furnishing itself with knowledge and instruction, than we generally take it." Mr. Shandy therefore invented a system, the whole of which depended upon the *auxiliary verbs*. The misfortune was, that by the time Mr. Shandy had perfected his system, Tristram had grown too old for its application. Had the modern race of parents balanced as long between the discordant theories which have of late years besought their attention, their children would have grown up uneducated to the present hour.

These dreams have had their day, and the public are beginning to recover from the illusions that had dazzled them about a *northwest passage*. It is now generally conceded that the blessings of a thorough education should be universally accessible, and that as many as have the opportunity should gain an acquaintance with the whole circle of science. It is admitted that professional men at least, lawyers, physicians, statesmen, and divines, and all that class who instruct and delight the world through the press, should be men of liberal education. From which admission flow two corollaries; that the opportunity should be afforded of acquiring such an education, and, as no boy can tell beforehand for what nature designed him, that every youth should be allowed a sufficient trial of his capacities.

While there is always one class of persons so averse to innovation that they refuse to change even for the better, and whose minds resemble the garret of a great house in which the old lumber and obsolete fashions of departed ancestors are stowed away; there are others again, to whom no recommendation is more captivating than that of novelty, and who prefer a splendid error to a homely truth.

The age in which we live is characterized by an excessive spirit of this sort; and while our predecessors paid too much homage to usage and authority, this generation errs in rendering too little. It has no veneration for time-honored antiquity, It has a consuming passion for new experiments. It is too adventurous. It longs to launch into the ocean of truth on a voyage of discovery, though it has no vessel fitter to sail in than a cock-boat.

A soberer feeling will succeed, and gather strength. Sufficient has been done to make the public sick of experiments and royal roads;

tired of empirical promises to teach grammar in three lessons, French in six, and every thing else in proportion. There is a visible inclination to return to old and tried customs, at least with a little modification. We mean not to assert that no good has resulted from all the reams that have been printed, or the experiments that have been made, or the theories that have been suggested; but certainly not sufficient to make us at once cut loose from our moorings, and send ourselves adrift towards new and unexplored shores. We know something of the one, we are ignorant of the other. "No man," we are told on the highest authority, "when he hath drunk old wine, straightway desireth new, for he saith, the old is better."

The truth is, with all the flourish of trumpets about modern improvements, and allowing that some real improvements have been made, still the old method of studying is the only one that will discipline and strengthen the mind, or lay a foundation of solid knowledge. That method is *hard study*. Any other will make but superficial scholars; and it may be asserted, that, mathematics excepted, the scholarship of the present age is, on this account, inferior to that of ages preceding. I know it is almost heresy to whisper a syllable derogatory to the hydro-oxygen illumination of this vain-glorious century; but really when one contrasts our contemporary literature with that of former periods, the pretension to superiority on our part appears ludicrous. "There were giants in those days."

It has been especially the fashion to sneer at the Schoolmen, with many who never so much as read a page of their writings, and who were acquainted with them, as Swift said some vain people were acquainted with noble lords, only by their titles. Those who are better qualified to pronounce in the case, will testify to a reach of thought, a fertility of invention, a subtlety of argument, a vigor of intellect, rarely found elsewhere. We have it on the authority of a laborious German scholar, that it would be difficult to adduce any theoretical argument or objection touching the divine attributes, that has not been anticipated by the Schoolmen. From the peculiar scope of their reasonings, they struck out many a ray of light upon the abstruse points of metaphysics and natural theology. A day will probably arrive when greater justice will be done to those intellectual giants. I am persuaded that a judicious selection out of Thomas Aquinas and others of his brethren, would be a profitable logical exercise for sharpening the mind and training it to habits of keen and subtle discrimination. The labours of the Schoolmen were a great advance upon the barbarous ignorance of previous centuries; and the traditions which history gives us, of the thousands that flocked to listen to their lectures, delivered as they

were in Latin, ought to inspire us with some respect for the scholarship of that period. The censures that have been passed upon them for wasting their talents on theological subtleties may be undeserved. This may have been the only channel left open for them to occupy. We have seen in our own time a similar state of things in intellectual Germany, where freedom of discussion is tolerated on scarcely any other subject than the classics or the interpretation of Scripture. Let us not forget that the schoolmen were environed on one side by the authority of the Papal Church, on the other by the power of absolute princes. Let us be cautious how we scatter censure with too liberal a hand. We should remember that politics were forbidden ground; the philosophers, Roger Bacon and Bishop Grosseteste were counted wizards; and Galileo narrowly escaped being burnt for a heretic.

Pass on to the great names which adorned the annals of science about and after the Reformation. Mark the development of muscle, the bone and sinew of their intellectual frame; no puerile weakness can be detected there, no soft and yielding immaturity. They were a set of hard thinkers and close reasoners; and it was their province to originate materials for their successors to arrange. Compared with such men, how small of stature do the great mass of authors of the present century appear! The range of information may be more extended, the elements of knowledge more diffused, but it has been at the expense of solidity and depth. Ours is an age of abridgments, and compends, and pamphlets, and newspapers, and sketches, and periodicals, and penny magazines, and the cyclopædia in a nut shell, and popular lectures, and high pressure societies; and in literature as in travelling, every thing goes by steam and by puffing; and the world thinks it dull work to be whirled along at the rate of twenty miles an hour. But in such a rapid progress, what opportunity is there of seeing the country? Ah! nobody thinks of that. The absorbing idea is, to travel so many miles an hour.

There is one appearance symptomatic of improvement, the republication of old standard works. It is indeed to be hoped that the public have become surfeited with light, frothy, trashy, ephemeral productions, and that the intellectual appetite craves more substantial and nutritive food. To contribute some humble part in aiding so desirable a revolution would be a work congenial in the highest degree with our own inclinations and harmonizing with our plans. We uphold the old fashioned thorough method of hard study and patient application; and we rely on no other for raising the reputation of this institution. We have no plausible novelties to de-

fend, but on the contrary avow our great confidence in those old established practices which have hitherto proved so successful in training up valuable members of society.

After so long a preface, permit me now to redeem my pledge of enumerating the advantages of a College education.

The first I shall specify is, that knowledge is acquired in colleges in such a manner as to make a deeper impression upon the mind. The mind is urged onward by a constant stimulus such as private or solitary studies cannot furnish. Under a stimulus one can always accomplish more in a given time than without it. Here are classes to be attended, hours to be observed, recitations to be ready, the eyes of a whole class on him who hesitates, the force of emulation, the conscious pleasure of success. The mind loves excitement, and when spurred on is able to concentrate its powers and converge them to a focal point; it sees with more clearness, thinks with more rapidity, reasons with greater closeness, feels with greater intensity. Sir Walter Scott is a fine illustration. "I cannot pull well in long traces, when the draught is too far behind me. I love to hear the press thumping, clattering and banging in my rear; it creates the necessity which almost always makes me work best." Dr. Johnson, indeed, among his other numerous bold assertions, maintained the perfect control of a man over his faculties, and that one ought to write as well after dinner as before; but although it is true that we should make circumstances bend to us instead of our bending to them, it must be conceded that the mind is often in danger of being sluggish when there is no impulse from without, and the English Coryphœus himself shone brightest when roused by opposition.

Another advantage we may specify is, that a certain greatness of mind results from being accustomed to the presentation of great and new ideas. The mind ceases to be astonished by mere novelty, much less dazzled by it; or on the other hand to reject as absurd whatever lacks the recommendation of some ancient name. It is thus elevated above all narrowminded and contracted bigotry of opinion. It is expanded and liberalized. It learns to take large and comprehensive views of all subjects, unfettered by prejudice. To this points the term Liberal Arts, meaning such pursuits as are rather intellectual than manual, and require the exercise of the mind instead of the labor of the body. The word was borrowed from the Romans, who used it to denote those occupations which were not of a servile character, but suited to a freeman, whose time was at his own command.

Again, independent of the formal instruction given in a college, it has

a kind of *literary atmosphere.* The habitual topics of conversation are books, and principles, and distinguished men, and scientific points; and thus one may be said to take in knowledge by absorption. Conversation, debate, animated discussion, the collision of mind with mind, will strike out many a brilliant spark, wake up the intellect, set it to thinking, and develope its latent powers. Fox used to say he had learned more from the conversation of Burke than from all the books he ever read. It was conversation that laid the foundation of Locke's celebrated Essay. Dr. Franklin acknowledged that some of his most original ideas were suggested to him by the collision of conversation. Dr. Rush, knew a gentleman who was in the habit of drawing his friends into a conversation on the subject of his essays previously to publication, by which means he greatly amended and enriched them. Dr. Rush also advises, for the further attaining of this end, that two or three students should reside under the same roof. "By talking over the subjects of the lectures," says he, "by mutually examining each other, and by the spontaneous controversies to which both frequently lead, and which in private circles have for their objects truth and not victory, more knowledge is accumulated and retained in a single winter, than by years of solitary reading and meditation, or in transcribing lectures, or in contests for the palm of ingenuity or eloquence in debating societies. It was in this employment, and under the same roof, that Fothergill, Cleghorn, and Cuming, spent the intervals between the attendance upon the lectures in the University of Edinburgh; and to this they owed much of their subsequent usefulness and fame in the profession of medicine." To these testimonials we may add the famous apothegm of Lord Bacon, reading makes a full man, writing an exact man, and conversation a ready man.

Another advantage of a college course is, that knowledge is conveyed in a systematic manner. The order in which the sciences are studied under the different Professors, exhibits their mutual connection with each other, and forms a beautiful illustration of the fable of the ancients, which represented the Muses, the daughters of Memory, as sisters. The habit is formed, moreover, of distributing every item of knowledge at once, according to its relative position, as one places a new book on its appropriate shelf in a well arranged library. The benefits of such a habit of system and order are incalculable.

A fifth advantage of a college education is, that much is done out of the regular hours of recitation to form a manly character and business-like habits. A college is a little community; it is a little world in itself; it has

its plots, and its under plots, and its separate interests, and its factions, and its parties, just like the great world around it, but whose echo hardly reaches its ear, A youth finds himself left more or less to his own guidance, and he learns to think and act and manage for himself. The literary societies formed in every college, afford an admirable opportunity ot acquiring familiarity with the constitution of public bodies, the forms of business, the rules of order, and the courtesy of debate.

A sixth advantage, and the only other I shall name, of a college education, is, its tendency to rub off the sheepishness and rusticity which often, like the sandy incrustations of a sea-shell, conceal the splendor of coloring and delicacy of tint beneath. Occasionally you may see a stiff awkward being, with the reputation of learning, creeping out of his cloister, and seeming lost when he enters into society. He is disconcerted by every trifle, and either stammers or is dumb when he is expected to open his lips; and he moves as if his hands and limbs did not belong to him. Or else, if he has confidence enough to speak, he speaks too much, and betrays an absurd pedantry; as a young student of whom I once heard, who chanced to be seated beside a gay young dashing belle, and feeling it incumbent on him to break the silence, at last mustered up courage to stammer out, "Pray, Miss, have you ever read Homer?"

Instances of this kind will be found most abundant among those who are brought up in a private and secluded manner. Such persons often display a pedantic and conceited air of superiority that is disgusting. This arises from a want of comparison with others. There is nothing so well adapted to take down a youth's overweening notions of his own abilities as the jealous rivalry of a great school. Here the prodigy of the maternal roof or the country academy, comes in contact with the head men of other academies; he learns that there are others beside himself that claim attention, and by degrees, though not perhaps till after much mortification, he finds that he is not such a prodigy as he and his partial friends supposed, and he must submit to take a lower rank.

The ordinary tendency of college life is not to segregate each individual, and condemn him to a moping monkish solitude. Such a course would be prejudicial to health and cheerfulness. The unsocial Carthusians, who sleep every night in their coffins, and keep a vow of perpetual silence, find the rigor of this austerity insupportable, and under the oppression of melancholy, often terminate their miserable lives with their own hands. The general tendency in our modern colleges is to the reverse of the Carthusian reserve, and the students are encouraged to mingle freely and soci-

ably together. The effect of this intercourse is to polish the manners, and impart a frank and manly air. It is desirable that such results should ensue. It is a mistake to suppose the character of a well bred gentleman incompatible with the learning of a scholar. Homer, Plato, and Aristotle, were qualified to adorn a court, and were welcome guests at the tables of the great. Lucullus, Atticus, Cicero, and Cæsar, united the elegance and ease of the man of the world, with varied stores of erudition.

Those who object to public schools, base their objection on a supposed danger to morals. They forget that Fielding's hero had become initiated into libertinism while under the private tuition of Square and Thwackum; an instance by no means solitary. They forget, too, that the history of many modern colleges refutes the charge; for such a salutary influence has repeatedly been exerted, that not only has vice been repressed, but a deep and general interest has been awakened on the subject of religion, and the church owes many of her champions to reformations effected within the walls of a college. Cowper, in his Tirocinium, concedes that his great objection to the English Universities would cease, if they were managed better. But the tuft-hunting and other abuses of which he complains, are excluded from American colleges by the nature of our political and social institutions.

If we compare the *cost* of public and private education, the balance is greatly in favor of the former. It is not one in a hundred that is able to maintain a family tutor; while college tuition is afforded at a lower rate to each student than its real cost. It is, consequently, less expensive and less exclusive than any other plan. Add to this, the application of the well established principle of the division of labor, and you will have better instruction at a lower price. Each Professor having but a single branch to teach, will become more of an adept in it, and thus the conjoined instructions of so many masters of separate branches, must be superior to the tuition of any single individual who professes himself to teach all.

Having thus vindicated colleges, let our next step be to discuss the Character of that Instruction which they should furnish, suitable to the times and to the West.

That the West in some respects differs from the East, will be conceded on all hands. How far that difference should modify the course of college instruction, is the point to be settled. There is a great deal of travelling in the West, and of course frequent communication between various points. Where there are so many elements of greatness, the natural consequence of being brought into contact with them will be to

expand the mind and enlarge its views. The immense territory of the Great Western Valley, its magnificent rivers, its boundless prairies, its extensive forests, its cities springing up in every direction as if by magic, together with the great distances to be traversed from one point to another, cannot but make a powerful impression on the mind. A western man grows up with the habit of regarding the man living twenty miles off as his next door neighbor; and he looks on a voyage to St. Louis or New Orleans, to use an expressive idiom, as a mere "circumstance." He minds a trip of a hundred miles no more than a Philadelphian would regard stepping across the street. It is a characteristic of Western mind to be expansive and liberal to a fault. It is emphatically latitudinarian. It must have elbow room. It likes a broad range. It must have freedom to go and come as it pleases. It has an instinctive repugnance to forms, sometimes even to such as are wholesome, and promptly rises in opposition to whatever it suspects of encroaching on its liberty.

An obvious effect of this disposition may be seen in the number of that portion of college students classified in the catalogues as *Irregular*. This is a striking point of difference between Eastern and Western Colleges; and it gives us an insight into the loose manner in which matters are conducted, and in which, of necessity, we must expect them to be awhile longer conducted, in the West. Here every thing is busy, restless, active, projected on a grand scale, but still in a formative state. Like molten metal issuing from the furnace, it rolls along hissing hot, a portion running into the moulds provided for the castings, and a part finding its way over the ground, and taking its shape from the various inequalities over which it accidentally passes; all alike in motion, still ductile, and none of it yet cooled into hard and rigid masses.

At the same time, while there appears to be so much fluctuation and change, and an indisposition to bookish learning, you will find much natural shrewdness and sagacity in the West. The West has perspicacity enough to see, that although it were folly to expect the maturity and fixedness of older countries, the same means by which they have risen to power and eminence may be equally efficacious on this side of the Alleghanies. Hence the Western Colleges are reared on the same plan, and pursue with a few modifications substantially the same course, as the older colleges of the East; and the rudimental germ, as it unfolds beneath the genial warmth of an increasing interest in education, gives promise of noble developments for the future.

Time would not permit me, had I the presumption to attempt it, to

enter into copious details on the subject in hand, or to draft a plan on which the whole West might unite. Suffice it to say, therefore, that we must continue, as we have begun, to practice on the model of the best Eastern colleges, and that the difference before alluded to, is a difference merely of circumstances, which will gradually fade away as every thing settles into a fixed and permanent form.

Upon a course of instruction adapted to the times and to the West, two or three remarks are submitted. The first has reference to the propriety of retaining the study of the Classics. There is a fashion in letters as well as in dress. Some centuries ago Latin was the fashionable language, and the common language of the world, as French is now. The Professors in the Universities delivered their lectures in Latin; negotiations and treaties were written in Latin, and correspondence with foreign courts was conducted in this tongue. This rendered it necessary for ministers of state to be accomplished scholars; and accordingly such they were. Cromwell employed that distinguished scholar, Milton, as his Latin Secretary. Of course great attention was paid to this branch of learning, as it was the sure ladder to political elevation.

In our day, the fashion has been to decry the ancient languages, and exalt the mathematics. The reason of this is obvious. Civil engineering has been the hobby, and it has been ridden so unmercifully, that it has at length been forced to rest and draw breath from pure exhaustion. To enter this lucrative and inviting field, a number of graduates of West Point Military Academy resigned their commissions in the army, and devoted their valuable mathematical skill to public works in the different States, unfortunately not foreseeing the reverse that was soon to throw them out of employment. It is not surprising, under these circumstances, that mathematical science should monopolize the esteem of this bustling and enterprising age.

Extremes, on any side of any question, are to be deprecated. The impropriety of the total exclusion of the classics may be clearly demonstrated. No greater mistake can be committed, or one more deleterious to valuable knowledge, than to exalt a particular branch at the expense of all the rest. It were as impolitic as to train and pamper a single limb or organ at the expense of the rest of the body. The Indian excels in running, but his arms are as delicate as a woman's. The weaver, on the contrary, sits constantly at his loom, and his lower extremities dwindle, while the upper portion is developed. Even the brain, the organ of thought, cannot be tasked excessively without injury to the rest of the

system. It is an error that cannot be too vehemently rebuked, to represent the sciences as rivals, each jealous of the other's encroachment, and safe, like an Ottoman sultan, only in the extermination of all his brethren. All the sciences are connected together, and there is a family relationship subsisting between them. An improvement in one tends to affect and benefit all the others. An acquaintance with one leads to a desire to be acquainted with more. That is therefore a contracted view which singles out some favorite study, and excludes every other.

During the late crusade against classical learning, several institutions were erected professedly to try the experiment of its exclusion. The history of one of them, situated too in the West, is a striking commentary on what has just been said, and a lamentable illustration of the ill effects of such theories. It sprang up about half a dozen years ago with mushroom speed, as a Manual Labor Institution, and in three or four years its catalogue rejoiced in the large number of more than three hundred pupils. One of its first demonstrations was to banish the Latin and Greek Classics, or rather virtually to discourage the study of them. One of the students burned his Virgil in the presence of his fellows, while the President looked on with an approving smile, saying, "*the Classics never gave so much light before.*" From this auspicious beginning the institusion has gone on till some of its earliest patrons have withdrawn their countenance in disgust. It has become the fruitful hotbed of fanatical delusion, ultraism, and Lynch law; and its influence is as pestilential as the miasma of the marshes by which it is surrounded.

It would better suit other and abler hands to vindicate the study of the ancient languages, nor shall I attempt it at large, on this occasion. I would barely allude to its admirable utility in training the youthful mind to habits of labour, analysis, and discrimination; its furnishing the key to the nomenclature of nearly every science; its discovering the important basis of the structure of modern languages; its furnishing a copiousness and richness of diction not otherwise attainable; and its opening treasures of agreeable entertainment in the ancient writings never adequately tasted in translations. On these topics I shall not enlarge, and will content myself with noticing a fact in history which I do not recollect to have ever heard adverted to in discussions on this subject.

I allude to the wonderful influence which the study of the Greek language had upon the civilization of Europe at that period which is commonly called the Revival of Letters. To the Medicean family belongs the honor of first extending a generous encouragement to this effort.

Boccaccio had indeed introduced the Greek learning to the notice of the Italians, but after his death it languished. The capture of Constantinople by the Turks, in 1453, brought many learned Greeks to Italy, where they received the most liberal encouragement and protection from Cosmo de Medici. After him, his son Lorenzo proved a warm patron of Grecian literature. The Academy of Florence was founded, and one of these illustrious foreigners placed at its head, to teach Plato; thus introducing a formidable rival to the Aristotelian philosophy, which had reigned for centuries undisturbed. This tended to encourage free inquiry, and opened the way for substantial improvements in knowledge. The darkness that had enveloped Europe now began to be dispersed; scholastic subtleties gave way to sound and philosophical principles of investigation; taste and refinement assumed the sceptre; and the beneficial influence extended to every branch of science. Astrology was exploded, and a rational Astronomy succeeded; observation and experiment took the place of conjecture and theory; Geography, Metaphysics, Medicine, Music, and Belles Lettres, were cultivated with success. From Florence the taste for Grecian literature spread through all Italy, France, Spain, Germany, and England, in spite of the anathemas of ignorant and horror-stricken monks. Pupils from all the above named countries flocked to Florence, and carried back for general diffusion the precious treasures they acquired. The connection which the revival of learning and the recovery of the original languages of the Scriptures, had with the Reformation, is thus distinctly traceable to those very dead languages at which some, whose presumption is in proportion to their ignorance, so ungratefully sneer. Dead though they be,

"E'en in their ashes live their wonted fires;"

and like the bones of Elisha, whatever touches them is quickened into new life, however inanimate and corpse-like before. Such an impulse they contributed to give the human mind at the period of the Reformation; an impulse, the beneficial results of which, like the circling wavelets of a lake, are felt to this day, and will be felt to the remotest generation.

Another remark I beg leave to offer, is this; whether a college is founded in the East or in the West, the instruction should be of a kind calculated to fit young men for the active duties of life, and for any station in the Republic to which circumstances may direct their way. The education of an American youth should not be that of a recluse, burdening him with habits which his first lesson on entering the world must be to unlearn. Practical business men, uneducated themselves, but gifted by

nature with good common sense, make this a serious objection, and are disposed to look upon a college graduate as a helpless, useless thing, But this need not, and should not, be so. The ancients avoided such a consequence, and, I would fain believe, so do our American colleges. The contrary cases are rare exceptions. The ancients managed to blend business with study, and left their closets to sit at the council board, or to march at the head of armies. Some of their most illustrious statesmen and generals were accomplished scholars; and neither the dust of the forum nor the din of battle was deemed incongruous with the recreations of science. Their systems of instruction were preëminently designed for action. They looked on the children of the State as the property of the State, and they took care to inculcate a glowing patriotism as the first lesson. They pursued systematically the plan of qualifying them for an active, rather than a contemplative, life. The examples we have of the method pursued by the ancient masters, it may be of use to recite. To say nothing of the Persians and Spartans, who have become proverbial, hear how the venerable Phœnix could remind Achilles that he had been appointed his tutor by parental care.

> "He bade me teach thee all the ways of war;
> "To shine in councils, and in camps to dare."

The original is still more expressive. He was not only to be made an accomplished orator, but "πρηκτηρα τε εργων;" a practical man. Such was the training Alexander received from Aristotle, Agesilaus from Xenophon, Alcibiades from Socrates. Such were the teachers who formed their youthful charge to usefulness and glory, and who never forgot that the great end of all instruction is to prepare for the active duties of life. An education and masters such as these are what we need; and what has been, can be again.

It is plain from the hints already dropped, that more depends on the teacher than on the text books. The text books may be very valuable and judicious, yet the scholar acquire but a speculative, abstract, dreamy kind of knowledge. It depends on the instructor, by the interest he awakens, the happy examples he draws from history, the application he makes of great principles to contemporaneous events, and the illustration of important maxims by various situations and characters, to impress upon the pupil's mind the intensely practical nature of all true knowledge. I admire the method pursued by Horace's father.

> "The best of fathers, on my youthful breast,
> The detestation of a vice impress'd
> By strong examples.

Thus did he form my youth with lenient hand,
When he for virtue urg'd the soft command,
Pointing some awful senator to view,
'His grave example constantly pursue.'
A neighbor's funeral, with dire affright,
Checks the sick man's intemperate appetite;
So is the shame of others oft imprest
With wholesome terrors on the youthful breast."

It is a favorite maxim with some, and with some who are in stations calculated to invest their sayings with importance, "Only teach them to think, to think for themselves. Every one who thinks, either thinks correctly, or is on the way to think correctly, as a stream purifies itself by running." This is one of those specious fallacies that often dazzle the mind, and lead it far astray. Some of the greatest calamities that have ever cursed the world have been the offspring of misdirected genius, or of monstrous errors held in the utmost sincerity. An intellect strong by nature, and restlessly active, but misguided in its career, resembles, not the stream that purifies itself by running, but a majestic river swollen by mountain torrents, that dashes on with fearful impetuosity, wantonly cutting out for itself new and unwonted channels, and spreading desolation over the country it should have fertilized.

There must be three conditions fulfilled in order to a happy result; it is not enough to learn only to think. 1. The mind must be trained, it is true, to think; it must be roused, excited, stimulated. 2. It must, in addition, be taught to think correctly. 3. It must unite the active with the contemplative elements; or in other words, learn to think to some purpose.

The last topic that remains to be discussed, is closely connected with the preceding. The Means by which adequate public instruction shall be secured. Are Endowments necessary, or may they be dispensed with?

This question has been recently and simultaneously agitated on both sides of the Alleghanies. Some have taken the bold ground that endowments are pernicious incubi that should be abolished, and that institutions of learning should be made to sustain themselves. Others deny the assumption. In this, as in other fallacies, there is a portion of truth, and it is the mixture of truth that renders the fallacy plausible. It is founded on a maxim of political economy, that the supply will always equal the demand. This is in general true; but here is a case in which the application fails. In this instance, *the demand must first be created.* You must inspire a thirst for knowledge among the community before you can calculate on the community manifesting any willingness to support the corps of instructors. M. Say has some thoughts on this subject in his

third book, but the objections he adduces bear only on the interference of Government, and even while he disapproves of State establishments for the higher sciences, he is decidedly in favor of primary schools supported at the public expense, on the very grounds which we have noticed, viz: The inadequacy of the spontaneous demand. The question of endowments by other than government hands is still open. And in this discussion, we shall fortunately not be hampered by M. Say's objections; which is one advantage at least which we reap from the neglect of the Legislature.

In literature at least the protective system is indispensable to some extent, and men of all political parties may safely agree in the necessity of a *judicious* tariff. That under no conceivable circumstances, the system may be dispensed with, is not asserted, but those circumstances have not yet occurred.

Were instruction alone all that is needed, then indeed it might plausibly be contended that professors should rely for their receipts on tuition fees. But when a commodious building is needed in the first place, as well as conveniencies for cheap lodging, together with libraries and apparatus, it is obvious that some other source of revenue must be created beside tuition fees. Moreover every school is liable to fluctuations arising from causes often beyond the control of the Professors. In such an event, their incomes failing, they will ordinarily be compelled to relinquish their situations for adequate support elsewhere. Thus the institution is suddenly crippled. But where there is an endownent, they can hold on till the temporary difficulty subsides, and resume their labors under brighter auspices after a brief interval.

An endowment moreover secures the Professors' independence. It saves them from the humiliating necessity of humoring every popular caprice at the risk of losing patronage; or of oondescending to unworthy artifices to keep up the number of pupils and fill their pockets.

We do not demand such an endowment as would create a complete independence of tuition fees. This would encourage an evil which has sometimes been a sore one under the sun, the multiplication of idle and stagnant sinecures. There should be enough of certain funds to render independent of caprice, but not so much as to take away all stiumlus to industrious exertion. But the evil of sinecures need never exist, if there were honor or spirit enough in a Professor to resign when he found his labours inoperative; or if there were sufficient fidelity in the Trusteeship to inquire into the causes of ill success, and replace inefficient agents by others more competent. An adequate remedy is always at hand.

In questions of this sort, where the interests of mankind are concerned, the voice of long experience is not to be disregarded. It will be found on investigation, that the practice of society uniformly corroborates the position we are defending. The patrons of learning have ever made large donations to promote its improvement; and such have been the circumstances and such the auspices under which it has been most found to flourish.

The principal epochs we will fix upon for confirmation of this remark, are the times of Charlemagne, Alfred the Great, and Lorenzo de Medici. These are modern æras; for although the ancients paid great attention to public education, of which the Mosaic, the Persian, the Spartan, the Athenian, the Roman, the Pythagorean, the Druidical, and the Bramini-cal systems, all more or less furnish evidences, yet we find nothing among them which corresponds to our modern colleges and universities. So far as any inference may be drawn from the practice of antiquity, it is totally against the efficiency of spontaneous demand. On the contrary, education was left to legislative and public spirit.

Let us look back to the age of Charlemagne, who was crowned in the year 800. For several centuries literature had been on the wane in the Roman empire, and superstition and monkish asceticism had succeeded in interdicting classical books as profane. Ignorance with raven wing brooded over Europe, and even the art of writing was confined to a few only. Such was the dark prospect when Charlemagne arose. He was a man who, although no great scholar himself, knew how to appreciate learning in others; and who, like Alexander and Napoleon, was unwearied in searching out new channels into which to direct the energies of a preëminently active mind. He found no means of education in his dominions, nor any persons competent to act as teachers. He was therefore under the necessity of inviting learned foreigners from England, Ireland, and Germany, to aid him in restoring a love of letters, With the assistance of Alcuin and his fellows he founded public schools in several cities, for instruction in grammar, logic, rhetoric, music, arithmetic, geometry, and astronomy. Humble as these beginnings were, compared with subsequent achievements, they were of incalculable service and deserve no stinted praise. To Charlemagne, we thus perceive, belongs the credit of the revival of learning in France in the 9th century, by means of the establishment of public schools, and as some assert, the founding of the University of Paris. It is obvious, that in this instance, the demand for knowledge had to be created, and a thirst for knowledge awakened, otherwise spontaneity would have done but little.

Our next example is the time of Alfred the Great, towards the close of the same century. On Alfred's accession, he found England sunk in deplorable ignorance and barbarism from intestine feuds and Danish ravages. To remedy this evil the prince, who had himself acquired a respectable taste for learning, invited the most accomplished scholars from every part of Europe, and placed them at the head of the schools which he established over the whole kingdom. To Alfred is ascribed the honor of founding the University of Oxford; or at least, if it was already in existence as some suppose, of endowing it with handsome revenues and immunities. In every way in his power he encouraged learning. The consequence was a gratifying change for the better, which he had before his death the satisfaction of seeing. Here again, we observe the benefits of the system which we advocate.

The age of Lorenzo de Medici presents us with another notable instance in the 15th century. Allusion has already been made to the wonderful improvements introduced into Europe by the study of the Greek language. It is to Cosmo and Lorenzo de Medici this improvement is traceable. It was owing to their warm patronage of learned Greek exiles, as well as of all men of science, that a new impulse was given to learning; and the noble invention of printing, which was contemporaneous, has secured the world against ever losing the advantages then acquired, or of relapsing into Vandalic ignorance. After the days of Dante, Boccaccio, and Petrarch, Italy had once more fallen into a degrading night of ignorance, nor was there any thing deserving the name of science or literature. But after the events before recited learning revived, science flourished, and the Italian cities vied with each other, not so much in arms, as in possessing the arts and elegance of Athens. The school at Pisa received from the State an annual grant of 6,000 florins, besides contributions from Lorenzo's own purse. It had professors of the civil and the canon law, medicine, philosophy, belles lettres, and divinity. The civilians enjoyed the largest salaries, rising from 1,000 to 1,440 florins. Consider the benefits resulting from this liberality, and reflect that without the generous patronage of the friends of science, the light whose beams at present irradiate the world, might never have risen, or at least would have been retarded. This is a third instance to fortify our position.

Shall we then run counter to the experience of the world, which shows us that science must be fostered by generous hands, and only when so fostered has been found to flourish?

There is another item we must not neglect. Whence come the means

ACADEMICAL TERMS.

There are two sessions in Morrison College, of five months each. Commencement Day occurs on the third Thursday of September. The months of April and October are allotted as vacations. Students are expected to be present on the first day of every session.

INSTRUCTION AND MORALS.

The course of instruction will be thorough, and a salutary discipline will be strictly enforced. Religious services will be regularly conducted on the Sabbath, in the College Chapel, under the direction of the President. Every student is required to attend morning and evening prayers in the Chapel, and to exhibit at all times a correct and moral deportment.

LIBRARIES.

The total number of volumes to which students can have access is 12,242. The Library of Morrison College contains 2,202 volumes. It is intended to make additions to this Library, which will more than replace its former losses by fire. The Medical Library contans 7,000 volumes. The Law Library, 1,520 volumes. The Literary Societies have in their Libraries 1,520 volumes.

EXPENSES.

Good boarding and lodging can be obtained in private families at $2 50 or $3 00 per week; in commons, at $2 00. Convenient rooms may be had in the College Dormitories at $5 00 per session. The Tuition Fee is $20 00 per session, in the College; and $15 00 per session in the Grammar School. There are a number of free Scholarships founded by the Transylvania Institute and the City of Lexington. Young men of limited means, but of good moral character, by obtaining a scholarship, can receive their entire education, from the Grammar School to their entrance on a profession, without any charge for tuition fees.